Core Content for Mathematics Assessment
Grade 3 Vertical Alignment – DRAFT 9/23/03

## Number/Computation

### Concepts - Students will describe properties of, give examples of, and apply to real-world or mathematical situations:

MA-3-1.1.1 Whole numbers 0 – 1,000; use simple fractions to represent equal parts of a whole or a group (halves, thirds, fourths); decimals through hundredths (as related to money)
MA-3-1.1.2 The operations of addition, subtraction, multiplication, and division
MA-3-1.1.3 Odd and even numbers, multiples
MA-3-1.1.4 Place value, expanded form, number magnitude to 1,000; decimals through hundredths as related to money
MA-3-1.1.5 Multiple representations of numbers (e.g., drawings, manipulative, symbols) to 1,000

### Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:

MA-3-1.2.1 Read, write, and rename whole numbers in word form, expanded form, and standard form (0-1,000)
MA-3-1.2.2 Multiply through 10 x 10; add/subtract two and three digit numbers; divide two digit numbers by single digit divisors (with or without remainders)
MA-3-1.2.3 Add and subtract fractions with like denominators; add and subtract decimals through hundredths as related to money
MA-3-1.2.4 Skip-count forward and backward by 2's, 5's, 10's, 100's, and 1,000's
MA-3-1.2.5 Apply appropriate strategies to estimate quantities of objects
MA-3-1.2.6 Estimate computational results using an appropriate strategy, but limited to addition and subtraction
MA-3-1.2.7 Determine if a number is odd or even
MA-3-1.2.8 Not assessed
MA-3-1.2.9 Order and compare (>, <, =) whole numbers to 1,000; simple fractions less than or equal to one (e.g., halves, thirds, fourths), represented pictorially

### Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:

MA-3-1.3.1 How to order simple fractions represented pictorially (e.g., halves, thirds, fourths); decimals (related to money); whole numbers (up to 1,000)
MA-3-1.3.2 How the zero property of multiplication, commutative property of addition/multiplication, and identity property of addition and multiplication are used in computation
MA-3-1.3.3 How the base 10 number system (numbers to 1,000) relates to place value (e.g., ten ones make one ten)

## Geometry/Measurement

### Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:

MA-3-2.1.1 Basic geometric elements and terms including sides, edges, faces, vertices and angles
MA-3-2.1.2 Basic two-dimensional shapes including circles, triangles, squares, rectangles, trapezoids, rhombuses and hexagons
MA-3-2.1.3 Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, and cubes
MA-3-2.1.4 Symmetry and similar figure
MA-3-2.1.5 Nonstandard and standard (U.S. customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb.)

### Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:

MA-3-2.2.1 Sort objects and compare attributes by shape, size and color
MA-3-2.2.2 Use symmetry to construct a simple geometric design with one line of symmetry
MA-3-2.2.3 Not assessed
MA-3-2.2.4 Identify basic three-dimensional shapes by appearance to include spheres, cones, cylinders, pyramids and cubes
MA-3-2.2.5 Use nonstandard and standard units to measure weight, length, and perimeter
MA-3-2.2.6 Use standard units to measure money, time, and temperature (above zero)
MA-3-2.2.7 Choose appropriate tools (e.g., thermometer, scales, balances, clock, ruler) for specific measurement tasks
MA-3-2.2.8 Identify measurable attributes of an object (length – in., cm; weight – oz., lb.) and make an estimate using appropriate units of measurement
MA-3-2.2.9 Use measurements to describe and compare attributes of objects to include length (in., cm), width, height, money (cost), temperature (F) and weight (oz., lb.)

### Relationships - Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:

MA-3-2.3.1 How two-dimensional shapes are alike or different including circles, triangles, squares, rectangles, trapezoids, rhombuses and hexagons
MA-3-2.3.2 How three-dimensional shapes are alike or different including spheres, cones, cylinders, pyramids, and cubes
MA-3-2.3.3 How units within the same measurement system (U.S. customary or metric) are related (money, time, weight – oz., lbs.; length – in., feet)
MA-3-2.3.4 How a single line of symmetry relates to the shape

## Probability/Statistics

**Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:**

MA-3-3.1.1 Range (least and greatest values) and mode of a set of data
MA-3-3.1.2 Probability of unlikely and likely events
MA-3-3.1.3 The process of using data to answer questions (e.g., collect, organize and interpret data to answer questions)

**Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to*:***

MA-3-3.2.1 Not assessed
MA-3-3.2.2 Describe data when given in drawings, tables, and charts
MA-3-3.2.3 Interpret displays of data (e.g., bar graph, pictograph, line plot, two-circle Venn diagrams, tables)
MA-3-3.2.4 Interpret circle graphs with two or three sectors/sections
MA-3-3.2.5 Draw conclusions from data displayed in 3.2.3
MA-3-3.2.6 Find mode, and range of a set of data
MA-3-3.2.7 Not assessed
MA-3-3.2.8 Not assessed

**Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:**

MA-3-3.3.1 Not assessed
MA-3-3.3.2 Not assessed
MA-3-3.3.3 Not assessed

## Algebraic Thinking

### Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:

MA-3-4.1.1 Functions (input-output) through pictures and words
MA-3-4.1.2 Simple number sentences with a missing value in a simple mathematical expression
MA-3-4.1.3 A positive coordinate system of graphing using ordered pairs

### Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to*:*

MA-3-4.2.1 Extends simple patterns (e.g., 2,4,6,8; O△△O…)
MA-3-4.2.2 Use tables to analyze simple patterns
MA-3-4.2.3 Find solutions to number sentences with a missing value (e.g., 2 + □ = 7, □ < 6)
MA-3-4.2.4 Locate whole numbers on a number line
MA-3-4.2.5 Identify locations/positions on a positive coordinate grid (e.g., pictoral representations such as a simple map)

### Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing*:*

MA-3-4.3.1 Not assessed
MA-3-4.3.2 Not assessed

## Number/Computation

### Concepts - Students will describe properties of, give examples of, and apply to real-world or mathematical situations:

MA-4-1.1.1 Whole numbers 0 – 100,000; use fractions to represent equal parts of a whole or a group; mixed numbers and decimals through hundredths.
MA-4-1.1.2 The operations of addition, subtraction, multiplication, and division
MA-4-1.1.3 Odd and even numbers, multiples, and factors
MA-4-1.1.4 Place value, expanded form, number magnitude to 100,000; decimals through hundredths
MA-4-1.1.5 Multiple representations of numbers (e.g., drawings, manipulative, symbols) to 10,000

### Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:

MA-4-1.2.1 Read, write, and rename whole numbers in word form, expanded form, and standard form (0-100,000)
MA-4-1.2.2 Multiply by one and two digit numbers; add/subtract 3-digit and 4-digit numbers; divide three-digit numbers by single digit divisors (with and without remainders)
MA-4-1.2.3 Add and subtract fractions with like denominators; add and subtract decimals through hundredths
MA-4-1.2.4 Skip-count forward and backward by 2's, 3's, 4's, 5's, 10's, 20's, 25's, 50's, 100's, 1,000's, 10,000's and 100,000's
MA-4-1.2.5 Apply appropriate strategies to estimate larger quantities (e.g., sampling or creating a benchmark)
MA-4-1.2.6 Estimate computational results using an appropriate strategy
MA-4-1.2.7 Determine if one number is a factor of another (e.g., Is 3 a factor of 24?)
MA-4-1.2.8 Determine multiples of a given number (e.g., list of 4 multiples of 6)
MA-4-1.2.9 Order and compare (>, <, =) whole numbers to 100,000 and fractions with reasonable differences (e.g., compare 1/3 and 1/5, or 1/4 and 5/8, or 3/5 and 2/8

### Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:

MA-4-1.3.1 How fractions, decimals, and whole numbers to 100,000 relate (equivalence, order)
MA-4-1.3.2 How the zero property of multiplication, commutative property of addition/multiplication, and identity property of addition and multiplication are used in computation
MA-4-1.3.3 How the base 10 number system (numbers to 100,000) relates to place value (e.g., ten tens make one hundred, ten tenths make one whole)

## Geometry/Measurement

### Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:

MA-4-2.1.1 Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices and angles (acute, right, obtuse)
MA-4-2.1.2 Basic two-dimensional shapes including circles, triangles (right, equilateral), squares, rectangles, trapezoids, rhombuses, hexagons, pentagons and octagons.
MA-4-2.1.3 Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms
MA-4-2.1.4 Symmetry, congruence, and similar figures
MA-4-2.1.5 Nonstandard and standard (U.S. customary, metric) units of measurement (e.g., weight-oz., lbs., tons, g, kg; length – in., ft., yd., mile, cm, m, km; area in square units); time, money, temperature (Fahrenheit, Celsius)

### Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:

MA-4-2.2.1 Sort objects and compare attributes
MA-4-2.2.2 Use symmetry to construct a geometric design
MA-4-2.2.3 Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)
MA-4-2.2.4 Identify basic three-dimensional shapes by appearance
MA-4-2.2.5 Use nonstandard and standard units to measure weight, length, perimeter, area (rectangular shapes in square units only)
MA-4-2.2.6 Use standard units to measure money, time (elapsed), and temperature (e.g., above and below zero)
MA-4-2.2.7 Choose appropriate tools (e.g., thermometer, scales, balances, clock, meter stick, yardstick, ruler) for specific measurement tasks
MA-4-2.2.8 Identify measurable attributes of an object (length and weight) and make an estimate using appropriate units of measurement
MA-4-2.2.9 Use measurements to describe and compare attributes of objects to include length (in., ft., yd., mile, cm, m, km), width, height, money (cost), temperature and weight (oz., lb., tons, g, kg)

### Relationships - Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:

MA-4-2.3..1 How two-dimensional shapes are alike or different including circles, triangles (right, equilateral), squares, rectangles, trapezoids, rhombuses, hexagons, pentagons, octagons
MA-4-2.3.2 How three-dimensional shapes are alike or different including spheres, cones, cylinders, cubes, pyramids, and triangular and rectangular prisms
MA-4-2.3.3 How units within the same measurement system (U.S. customary or metric) are related (length [in., feet, yds., miles, cm, m, km]; weight [oz., lbs., tons, g, kg])
MA-4-2.3.4 How no more than 2 lines of symmetry relate to the shape

## Probability/Statistics

**Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:**

MA-4-3.1.1 Range, median and mode of a set of data
MA-4-3.1.2 Probability of an unlikely event and certain/impossible events
MA-4-3.1.3 The process of using data to answer questions (e.g., collect, organize, display and interpret data to answer questions)

**Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:**

MA-4-3.2.1 Pose questions that can be answered by collecting data
MA-4-3.2.2 Collect, organize, and describe data (e.g., drawings, tables, charts)
MA-4-3.2.3 Construct/interpret displays of data (e.g., bar graph, pictograph, line plot, simple Venn diagrams, tables)
MA-4-3.2.4 Interpret circle graphs
MA-4-3.2.5 Make simple predictions (e.g., What would happen next, tomorrow, or within the next week?) and draw conclusions from data displays (e.g., bar graph, pictograph, line plot, simple Venn diagrams, tables)
MA-4-3.2.6 Find mean, median, mode, and range of a set of data
MA-4-3.2.7 Generate all possible outcomes in simple probability activities
MA-4-3.2.8 Determine the fairness of games using simple probability activities (e.g., dice, spinner activities)

**Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:**

MA-4-3.3.1 How data are used to draw conclusions from a single data set
MA-4-3.3.2 How simple predictions (e.g., What color ball would be drawn next?) can be based on probability data
MA-4-3.3.3 Not assessed

## Algebraic Thinking

**Concepts - Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:**

MA-4-4.1.1 Functions (input-output) through pictures, tables and words
MA-4-4.1.2 Number sentences with a missing value or variable in a simple mathematical expression
MA-4-4.1.3 A positive coordinate system of graphing using ordered pairs

**Skills - Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:**

MA-4-4.2.1 Find rules for, extend, and create patterns (e.g., 108, 208, 308, 408; □OO△□OO△ …)
MA-4-4.2.2 Use tables to analyze patterns /functions
MA-4-4.2.3 Find solutions to number sentences with a missing value (e.g., 7 - N = 4, □ + 5 >14)
MA-4-4.2.4 Locate whole numbers, fractions (e.g., fourths, halves) on a number line
MA-4-4.2.5 Graph ordered pairs on a positive coordinate grid

**Relationships - Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:**

MA-4-4.3.1 How simple patterns (e.g., numbers, pictures, words) are alike and different (e.g., simple patterns like △□△□△□ ; △OO△OO)
MA-4-4.3.2 How rules involving simple number patterns can be explained (e.g., simple patterns like 1, 3, 5, 7; 5, 10, 15, 20; 30, 27, 24, 21)

## Number/Computation

**Concepts - Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-6-1.1.1 Fractions, decimals
MA-6-1.1.2 Not assessed
MA-6-1.1.3 Ratio
MA-6-1.1.4 Place value of whole numbers and decimals
MA-6-1.1.5 Positive whole number exponents
MA-6-1.1.6 Representation of fractions and decimals and their operations

**Skills - Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-6-1.2.1 Add, subtract, multiply, and divide fractions. Add, subtract, and multiply decimals to solve problems
MA-6-1.2.2 Estimate and predict computational results using whole numbers and decimals
MA-6-1.2.3 Apply ratios
MA-6-1.2.4 Identify and use prime numbers, composite numbers, prime factorization, factors, multiples, divisibility to solve problems. (e.g. prime factorization to determine LCM and GCF)
MA-6-1.2.5 Apply order of operations (+. -, x, / divide)

**Relationships - Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships:**

MA-6-1.3.1 How whole numbers, fractions and decimals, relate to each other (e.g., convert between forms of rational numbers, compare, order)
MA-6-1.3.2 How properties such as commutative, associative, and identities show relationships among operations
M-1.3.3 How operations (addition and subtraction; multiplication and division) are inversely related

## GEOMETRY/MEASUREMENT

**Concepts – Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-6-2.1.1 Segments, rays, lines, angles, and planes
MA-6- 2.1.2 Two-dimensional shapes, regular polygons, quadrilaterals (square, rectangle, rhombus, parallelogram, trapezoid) and triangles (acute, obtuse, right)
MA-6-2.1.3 Three-dimensional geometric shapes including spheres, cones, cylinders, prisms, (with polygonal bases), and pyramids (with polygonal bases)
MA-6-2.1.4 Congruence, symmetry, and similarity
MA-6-2.1.5 U.S. customary and metric units of measure

**Skills – Students will perform the following mathematical operations and/or procedures accurately and efficiently and explain how they work in real-world and mathematical situations:**

MA-6-2.2.1 Identify characteristics (e.g. sides, vertices, angles, congruent parts) of two-dimensional shapes.
MA-6-2.2.2 Use appropriate tools and strategies (e.g., combining and subdividing shapes) to find measures of squares and figures that can be divided into rectangular shapes
MA-6-2.2.3 Move shapes in Quadrant I coordinate plane: translate, rotate, reflect
MA-6-2.2.4 Estimate measurements in standard units including fractions and decimals
MA-6-2.2.5 Use formulas to find area and perimeter of triangles (not requiring use of Pythagorean theorem as a strategy) and quadrilaterals (rectangle, parallelogram, squares)
MA-6-2.2.6 Estimate and determine measurement of angles
MA-6-2.2.7 Not assessed

**Relationships – Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships:**

MA-6-2.3.1 Not assessed
MA-6-2.3.2 Not assessed
MA-6-2.3.3 Not assessed

## PROBABILITY/STATISTICS

**Concepts- Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-6-3.1.1 Meaning of central tendency (mean, median, mode)
MA-6-3.1.2 Meaning of range
MA-6-3.1.3 Characteristics and appropriateness of graphs (e.g. bar, line), and plots (e.g. single stem-and-leaf)

**Skills- Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-6–3.2.1 Organize, represent, analyze, and interpret sets of data using tables, graphs (e.g. bar, line), and plots (e.g. single stem-and-leaf)
MA-6-3.2.2 Construct and interpret displays of data (e.g. tables, line graph, line plot, steam-and-leaf plot)
MA-6-3.2.3 Find mean, median, mode, and range
MA-6-3.2.4 Determine sample space of a simple event (e.g. flipping a coin, number cube, spinners)
MA-6-3.2.5 Make predictions (e.g. fair and unfair games) and draw conclusions from statistical data and probability experiments (e.g. flipping a coin, number cube, spinners)
MA-6-3.2.6 Use counting techniques, tree diagrams, and tables to solve probability problems
MA-6-3.2.7 Represent probabilities in multiple ways such as fractions, and decimals

**Relationships – Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalization about mathematics in meaningful ways for the following relationships:**

MA-6-3.3.1 How different representations of data (e.g tables, stem-and-leaf, bar graph, line plot) are related
MA-6-3.3.2 How predictions can be based on probability data
MA-6-3.3.3 How data gathering affects interpretations and conclusions about data (e.g., polling only a specific group of people, using limited or extremely small sample size)
MA-6-3.3.4 How probability and statistics are used to make predictions and/or draw conclusions

## Algebraic Thinking

**Concepts - Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-6-4.1.1 Variables, expressions, and equations with a missing value
MA-6-4.1.2 Functions using tables, graphs, and verbal rules
MA-6-4.1.3 Quadrant I, ordered pairs, x and y axis, origin

**Skills - Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-6-4.2.1 Simplify numerical expressions
MA-6-4.2.2 Solve simple equations and inequalities
MA-6-4.2.3 Model one-step equations concretely
MA-6-4.2.4 Identify, create, and continue patterns (give an informal description for the continuance of the pattern and/or generalize patterns through a verbal rule)
MA-6-4.2.5 Create tables for functions
MA-6-4.2.6 Matching verbal rules with expressions to solve everyday situations

**Relationships - Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships:**

MA-6-4.3.1 How tables and graphs and recognize patterns relate to each other
MA-6-4.3.2 How the change in one quantity affects a change in another quantity (e.g. in tables/graphs, input/output tables)

## Number/Computation

**Concepts - Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-7-1.1.1 Integers, percents, fractions, decimals
MA-7-1.1.2 π (pi)
MA-7-1.1.3 Proportion
MA-7-1.1.4 Place value of whole numbers and decimals
MA-7-1.1.5 Positive whole number exponents to express large numbers (e.g. scientific notation)
MA-7-1.1.6 Fractions and decimals and their operations; percents and integers (including addition of integers) in a variety of equivalent forms

**Skills - Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-7-1.2.1 Add, subtract, multiply, and divide (fractions and decimals). Addition with integers. Find percentages of numbers
MA-7-1.2.2 Estimate and predict computational results using whole numbers, fractions and decimals
MA-7-1.2.3 Apply proportional reasoning and percents of a number (e.g. sales tax, discounts, tips)
MA-7-1.2.4 Identify and use prime numbers, composite numbers, prime factorization, factors, multiples, divisibility to solve problems. (e.g. prime factorization to determine LCM and GCF)
MA-7-1.2.5 Apply order of operations ( +. -, x, / divide) exponents grouping symbols)

**Relationships - Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships*:***

MA-7-1.3.1 How whole numbers, fractions, decimals, percents relate to each other. (e.g., convert between forms of rational numbers, compare, order)
MA-7-1.3.2 How properties such as commutative, associative, and identities show relationships among operations and may be used to justify steps in solving problems
MA-7-1.3.3 How operations (squaring whole numbers and taking the square root of perfect squares) are inversely related

## GEOMETRY/MEASUREMENT

**Concepts – Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-7-2.1.1 Identify using correct notation, label, and name the basic geometric elements (segments, rays, lines, angles, and planes)

MA-7- 2.1.2 Define, give examples of, describe properties of two-dimensional shapes, including circles, regular polygons, quadrilaterals (square, rectangle, rhombus, parallelogram, trapezoid) and triangles (acute, obtuse, right, equilateral, scalene, isosceles)

MA-7-2.1.3 Identify and describe properties of three-dimensional geometric shapes including spheres, cones, cylinders, prisms, (with polygonal bases), and pyramids (with polygonal bases)

MA-7-2.1.4 Congruence, symmetry, and similarity

MA-7-2.1.5 U.S. customary and metric units of measure

**Skills – Students will perform the following mathematical operations and/or procedures accurately and efficiently and explain how they work in real-world and mathematical situations:**

MA-7-2.2.1 Identify characteristics (e.g. sides, vertices, angles, faces, edges, congruent parts) of two-dimensional and three-dimensional shapes.

MA-7-2.2.2 Use appropriate tools and strategies (e.g., combining and subdividing shapes) to find measures of both regular and irregular shapes (polygonal shapes not requiring use of Pythagorean theorem as a strategy)

MA-7-2.2.3 Move shapes in a coordinate plane: translate and reflect

MA-7-2.2.4 Estimate measurements in standard units including fractions and decimals

MA-7-2.2.5 Use formulas to find area and perimeter of triangles (not requiring use of Pythagorean theorem as a strategy) and quadrilaterals (rectangles, squares, trapezoid, rhombus), area and circumference of circles

MA-7-2.2.6 Estimate and determine measurement of angles

MA-7-2.2.7 Not assessed

**Relationships – Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships:**

MA-7-2.3.1 How measurements and measurement formulas are related or different (perimeter and area of rectangles)

MA-7-2.3.2 Not assessed

MA-7-2.3.3 Not assessed

## PROBABILITY/STATISTICS

**Concepts- Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-7-3.1.1 Central tendency (mean, median, mode)
MA-7-3.1.2 Range, cluster
MA-7-3.1.3 Characteristics and appropriateness of graphs (e.g. double bar, line, histogram, circle) and plots (e.g. line, double stem-and-leaf)

**Skills- Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-7–3.2.1 Organize, represent, analyze, and interpret sets of data using tables, graphs (e.g. double bar, line, histogram, circle) and plots (e.g. line, double stem-and-leaf)
MA-7-3.2.2 Construct and interpret displays of data (e.g. tables, circle graph, line plot, steam-and-leaf plot, box-and-whiskers plot)
MA-7-3.2.3 Find mean, median, mode, and range; recognize clusters of data
MA-7-3.2.4 Calculate theoretical probabilities of simple events and tabulate experimental results from simulations
MA-7-3.2.5 Make predictions (e.g. fair and unfair games) and draw conclusions from statistical data and probability experiments
MA-7-3.2.6 Use counting techniques, tree diagrams, and tables to solve probability problems
MA-7-3.2.7 Represent probabilities in multiple ways such as fractions, decimals, and percents

**Relationships – Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalization about mathematics in meaningful ways for the following relationships:**

MA-7-3.3.1 How different representations of data (e.g. tables, circle graphs, line graphs, bar graph, line plot diagrams) are related
MA-7-3.3.2 How theoretical probability and experimental probability are related
MA-7-3.3.3 How data gathering and misleading representations affect interpretations and conclusions about data (e.g., changing the scale on graph, polling only a specific group of people, using limited or extremely small sample size)
MA-7-3.3.4. How probability and statistics are used to make predictions and/or draw conclusions

## Algebraic Thinking

**Concepts - Students will describe properties of, define, give examples of, and/or apply to both real-world and mathematical situations:**

MA-7-4.1.1 Variables, expressions and equations as they relate to real-world situations
MA-7-4.1.2 Functions using tables, graphs, and verbal rules
MA-7-4.1.3 Coordinate (Cartesian) system/grid, ordered pairs, x and y axis, origin

**Skills - Students will perform the following mathematical operations and/or procedures accurately and efficiently, and explain how they work in real-world and mathematical situations:**

MA-7-4.2.1 Combining like terms and simplifying numerical expressions
MA-7-4.2.2 Solve simple equations and inequalities
MA-7-4.2.3 Model one-step equations pictorially and concretely
MA-7-4.2.4 Identify, create, and continue patterns (give an informal description for the continuance of the pattern and/or generalize patterns through a verbal rule)
MA-7-4.2.5 Represent, analyze and generalize a variety of patterns with tables, graphs, and words
MA-7-4.2.6 Translate words into expressions, use equations to model everyday situations

**Relationships - Students will show connections and how connections are made between concepts and skills, explain why procedures work, and make generalizations about mathematics in meaningful ways for the following relationships:**

MA-7-4.3.1 How tables, graphs, pattern verbal rules and equations relate to each other
MA-7-4.3.2 How the change in one quantity affects a change in another quantity (e.g. in tables/graphs)

# READING SKILLS

**(embedded within and assessed across all four types of reading material)**

**Reading Skills** enable students to comprehend all types of reading materials.

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|
| **A** | **Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.** | **RD-E-x.0.1 Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.** | | | | | | |
| **B** | **Use knowledge of synonyms, antonyms, homonyms, and compound words for comprehension.** | **RD-E.x.0.2 Use knowledge of synonyms, antonyms, homonyms, and compound words for comprehension.** | **Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.** | **Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.** | **RD-M.x.0.2 Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.** | | | |
| **C** | **Know that some words have multiple meanings and identify the correct meaning as the word is used.** | **RD-E.x.0.3 Know that some words have multiple meanings and identify the correct meaning as the word is used.** | Identify words that have multiple meanings and select the appropriate meaning for the context. | **Identify words that have multiple meanings and select the appropriate meaning for the context.** | **RD-M.x.0.3 Identify words that have multiple meanings and select the appropriate meaning for the context.** | **Identify words that have multiple meanings and explain the appropriate meaning for the context.** | Interpret literal and non-literal meanings of words. | **RD-H.x.0.2 Interpret literal and non-literal meanings of words.** |

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| **D** | **Recognize the meaning of a word when a prefix or suffix has been added to a base word.** | **RD-E.x.0.4 Recognize the meaning of a word when a prefix or suffix has been added to a base word.** | Know the meanings of common prefixes and suffixes to comprehend unfamiliar words. | **Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.** | **RD-M.x.0.4 Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.** | **Know the meanings of common prefixes and suffixes to comprehend unfamiliar words.** | | |
| **E** | | | | | | Identify concrete and abstract terms in meaningful context. | Interpret concrete and abstract terms in meaningful context. | **RD-H.x.0.3 Interpret concrete and abstract terms in meaningful context.** |
| **F** | | | | | | Interpret the meaning of jargon or dialect used in a passage. | Interpret the meaning of jargon or dialect used in a passage. | **RD-H-x.0.4 Interpret the meaning of jargon or dialect used in a passage.** |
| **G** | | | Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials, preparing for transition to middle level. | Identify an author's purpose in literary, informational, persuasive, and practical/workplace materials. | **RD-M-x.0.1 Identify an author's purpose in literary, informational, persuasive, and practical/work-place materials.** | | | |
| **H** | **Recognize the purpose of capitalization, punctuation, boldface type,** | **RD-E-x.0.5 Recognize the purpose of capitalization, punctuation,** | | | | | | |

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| | **italics, and indentations used by the author.** | **boldface type, italics, and indentations used by the author.** | | | | | | |
| **I** | | | Formulate questions to guide reading. | Formulate questions to guide reading. | **RD-M-x.0.5 Formulate questions to guide reading.** | | | |
| **J** | | | Scan to find key information.<br><br>Skim to get the general meaning of a passage.<br><br>Reflect on and evaluate what is read. | **Scan to find key information.**<br><br>**Skim to get the general meaning of a passage.**<br><br>Reflect on and evaluate what is read. | **RD-M-x.0.6 Scan to find key information.**<br><br>**RD-M-x.0.7 Skim to get the general meaning of a passage.**<br><br>**RD-M-x.0.9 Reflect on and evaluate what is read.** | Analyze information for a realistic purpose. Or Locate, evaluate, and apply information for a realistic purpose. | Locate, evaluate, and apply information for a realistic purpose. | **RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.** |
| **K** | | | Make predictions, draw conclusions, and make generalizations about what is read. | Make predictions, draw conclusions, and make generalizations about what is read. | **RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.** | **Make and confirm predictions, draw conclusions, and make generalizations about what is read.** | Make, confirm, and revise predictions. | **RD-H.x.0.5 Make, confirm, and revise predictions.** |
| **L** | | | | | | **Paraphrase** | **Paraphrase** | **RD-H-x.0.6 Paraphrase important** |

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| | | | | | | **important parts of a passage.** **Or** paraphrase important parts of a passage. | **important parts of a passage.** | **parts of a passage.** |
| **M** | | | | | | Formulate opinions in response to a reading passage. | **Formulate opinions in response to a reading passage.** | **RD-H-x.0.7 Formulate opinions in response to a reading passage.** |
| **N** | | | Connect information from a passage to students' lives and/or real world issues. | Connect information from a passage to students' lives and/or real world issues. | **RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.** | | | |

# INFORMATION

**Informational Reading** includes whole texts and excerpts from materials such as journals, magazines, newspaper articles, letters, brochures, reference materials, essays, nonfiction books, and electronic texts.

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|
| **A** | **Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.** | **RD-E-2.0.6 Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to understand a passage.** | **Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.** | **Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.** | **RD-M-2.0.11 Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to understand a passage.** | **Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage.** | Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage. | **RD-H-2.0.8 Use text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions) to enhance understanding of a passage.** |
| **B** | Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast. | **RD-E-2.0.7 Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.** | Explain the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast. | **Demonstrate knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.** | **RD-M-2.0.12 Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.** | Analyze the organizational patterns in a passage: cause and effect, comparison and contrast, sequence, and generalizations. | Analyze the organizational patterns in a passage: cause and effect, comparison and contrast, sequence, and generalizations. | **RD-H-2.0.9 Analyze the organizational patterns in a passage: cause and effect, comparison and contrast, sequence, and generalizations.** |
| **C** | | | | | | Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage. | Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage. | **RD-H-2.0.10 Evaluate the effectiveness of organization and format in fulfilling the purpose of a passage.** |

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| | | | | | | | | **(relates to E7, M12, and H9)** |
| **D** | **RD-E-2.0.8 Identify main ideas and details that support them.** | **RD-E-2.0.8 Identify main ideas and details that support them.** | **RD-E-2.0.8 Identify main ideas and details that support them.** | Identify supporting details and explain their importance in a passage. | **RD-M-2.0.13 Identify supporting details and explain their importance in a passage.** | **Identify** and analyze **the use of supporting details in a passage.** | **Evaluate the use of supporting details as they relate to the author's message.** | **RD-H-2.0.11 Evaluate the use of supporting details as they relate to the author's message.** |
| **E** | **Make predictions and draw conclusions based on what is read.** | **RD-E-2.0.9 Make predictions and draw conclusions based on what is read.** | **Make predictions and draw conclusions based on what is read.** | **Make predictions and draw conclusions based on what is read.** | **(from Reading Skills list) RD-M-x.0.8 Make predictions, draw conclusions, and make generalizations about what is read.** | Make predictions, draw conclusions, and make generalizations about what is read. | Make predictions and draw conclusions based on what is read. | **RD-H-2.0.12 Make predictions and draw conclusions based on what is read.** |
| **F** | Connect the content of a passage to students' lives and/or real world issues. | **RD-E-2.0.10 Connect the content of a passage to students' lives and/or real world issues.** | Connect the content of a passage to students' lives and/or real world issues. | **Connect the content of a passage to students' lives and/or real world issues.** | **(from Reading Skills list) RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.** | **Apply information from a passage to students' lives and/or real world issues.** | Analyze the content as it applies to students' lives and/or real world issues. | **RD-H-2.0.13 Analyze the content as it applies to students' lives and/or real world issues.** |
| **G** | | | Summarize information from a passage. | **Summarize information from a passage.** | **RD-M-2.0.14 Summarize information from a passage.** | **Paraphrase information from a passage.** **Or** Delete from here and place in reading skills for all four types of reading. | | |

# LITERATURE

**Literary Reading** includes whole texts and excerpts from materials such as short stories, novels, essays, poetry, plays, and scripts. The reading materials represent various historical and cultural perspectives.

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| **A** | **Explain the meaning of a passage taken from texts appropriate for elementary school students.** | **RD-E-1.0.6 Explain the meaning of a passage taken from texts appropriate for elementary school students.** | **Explain the meaning of a passage taken from texts appropriate for elementary school students, preparing for transition to middle-level.** | **Explain the meaning of a passage taken from texts appropriate for middle-level students.** | **RD-M-1.0.11 Explain the meaning of a passage taken from texts appropriate for middle-level students.** | **Explain the meaning of a passage taken from grade-level texts, preparing for the transition to high school.** | Interpret the meaning of a passage taken from texts appropriate for high school. | **RD-H-1.0.8 Interpret the meaning of a passage taken from texts appropriate for high school.** |
| **B** | **Demonstrate knowledge of the characteristics of fiction.** | **RD-E-1.0.7 Demonstrate knowledge of the characteristics of fiction, nonfiction, poetry, and plays.** | **Identify knowledge of the characteristics of fiction, nonfiction, poetry, and plays.** | **Identify characteristics of short stories, novels, poetry, and plays.** | **RD-M-1.0.12 Identify characteristics of short stories, novels, poetry, and plays.** | **Compare/contrast the characteristics of short stories, novels, poetry, and plays.** | Compare/contrast the characteristics of a variety of literary genres. | **RD-H-1.0.9 Analyze critically a variety of literary genres.** |
| **C** | **RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.** | **RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.** | **Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.** | **Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.** | **RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.** | Interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. | Analyze the effect of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage. | **RD-H-1.0.10 Evaluate the influence of literary elements (e.g., characterization, setting, point of view, plot, structure) within a passage.** |
| **D** | | | | | | **Identify symbolism, irony and** | Analyze the effect of theme, conflict | **RD-H-1.0.11 Analyze the effect of theme, conflict and** |

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| | | | | | | **analogies.** | and resolution, symbolism, irony, analogies, and figurative language. | **resolution, symbolism, irony, analogies, and figurative language.** |
| **E** | | | Explain how a conflict in a passage is resolved. | **Explain how a conflict in a passage is resolved.** | **RD-M-1.0.15 Explain how a conflict in a passage is resolved.** | **Explain how a conflict in a passage is resolved.** | Explain how a conflict in a passage is resolved. | **RD-H-1.0.12 Explain how a conflict in a passage is resolved.** |
| **F** | Explain a character's actions based on a passage. | **RD-E-1.0.9 Explain a character's actions based on a passage.** | **Describe a character's actions based on a passage.** | Explain the relationship between events in a story and a character's behavior. | **RD-M-1.0.14 Analyze the relationship between events in a story and a character's behavior.** | | | |
| **G** | | | Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole). | Recognize literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole). | **RD-M-1.0.16 Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).** | **Demonstrate an understanding of literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).** | Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language. | **RD-H-1.0.13 Interpret figurative, symbolic, and/or idiomatic (e.g., jargon, dialect) language.** |
| **H** | | | | | | **Interpret how meaning is influenced by the author's** | Critique the author's word choice, style, content, and | **RD-H-1.0.14 Critique the author's word choice, style, content, and use of** |

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| | | | | | | **word choice, style, content, and use of literary elements.** | use of literary elements. | **literary elements.** |
| **I** | Connect literature to students' lives and real world issues. | **RD-E-1.0.10 Connect literature to students' lives and real world issues.** | **Connect literature to students' lives and real world issues.** | **Connect literature to students' lives and real world issues.** | **(from Grade 7 Reading Skills List) RD-M-x.0.10 Connect information from a passage to students' lives and/or real world issues.** | **Make connections between literature, students' lives, and/or real-world issues.** | **Make connections between literature, students' lives, and/or real-world issues.** | **RD-H-1.0.15 Make connections among literature, students' lives, and/or real-world issues.** |

# PERSUASION

**Persuasive Reading** includes whole texts and excerpts from materials such as magazine and newspaper articles, brochures, letters, proposals, speeches, editorials, electronic texts, essays, opinion columns, and advertisements.

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|
| **A** | Identify an author's opinion about a subject. | **RD-E-3.0.6 Identify an author's opinion about a subject.** | **Identify an author's opinion about a subject.** | **Identify an author's opinion about a subject.** | **RD-M-3.0.12 Identify an author's opinion about a subject.** | **Identify an author's position based on evidence in a passage.** | Identify an author's position based on evidence in a passage. | **RD-H-3.0.9 Identify an author's position based on evidence in a passage.** |
| **B** | Identify fact and/or opinion. | **RD-E.3.0.7 Identify fact and/or opinion.** | **Identify fact and/or opinion.** | **Distinguish between fact and opinion.** | **RD-M-3.0.14 Distinguish between fact and opinion.** | | | |
| **C** | Identify information that is supported by fact. | **RD-E.3.0.8 Identify information that is supported by fact.** | Identify the argument and supporting evidence. | **Identify the argument and supporting evidence.** | **RD-M-3.0.15 Identify the argument and supporting evidence.** | **Identify** and analyze **an author's argument, giving supporting evidence from the passage.** | Accept or reject an argument, giving supporting evidence from the passage. | **RD-H-3.0.11 Accept or reject an argument, giving supporting evidence from the passage.** |
| **D** | | | Identify commonly used persuasive techniques. | **Identify commonly used persuasive techniques.** | **RD-M-3.0.16 Identify commonly used persuasive techniques.** | Identify a variety of persuasive techniques (e.g., use of expert opinion, statistics, repetition, restatement, rhetorical question, parallelism, allusion, logical /emotional/ethical appeal) and propaganda techniques (e.g., misuse of expert | Identify a variety of persuasive techniques (e.g., use of expert opinion, statistics, repetition, restatement, rhetorical question, parallelism, allusion, logical /emotional/ethical appeal) and propaganda techniques (e.g., misuse of expert | **RD-H-3.0.13 Identify a variety of persuasive and propaganda techniques and explain how each is used.** |

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| | | | | | | opinion and statistics, testimonial, bandwagon) and explain how each is used. | opinion and statistics, testimonial, bandwagon) and explain how each is used. | |
| **E** | | | Identify informative and persuasive passages. | **Identify informative and persuasive passages.** | **RD-M-3.0.11 Distinguish between informative and persuasive passages. (relates to E8)** | | | |
| **F** | | | Identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage. | Identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage. | **RD-M-3.0.13 Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.** | **Apply knowledge of organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.** | | |
| **G** | | | Identify bias and/or misinformation. | Identify bias and/or misinformation. | **RD-M-3.0.17 Identify bias and/or misinformation.** | **Identify bias and/or misinformation.** | | |
| **H** | | | | | | Identify purposes of persuasion. | Identify purposes of persuasion. | **RD-H-3.0.8 Identify purposes of persuasion.** |
| **I** | | | | | | Identify the argument and intended audience. | Recognize the appropriateness of an argument for an intended audience. | **RD-H-3.0.10 Recognize the appropriateness of an argument for an intended audience.** |
| **J** | | | | | | Identify differing points of view in one or more | Compare and contrast differing points of view in | **RD-H-3.0.12 Compare and contrast differing** |

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| | | | | | | passages. | two or more passages. | **points of view in two or more passages.** |
| **K** | | | | | | Analyze the use of persuasion within a passage. | Analyze and evaluate the use of persuasion within a passage. | **RD-H-3.0.14 Analyze and evaluate the use of persuasion within a passage.** |

# PRACTICAL/WORKPLACE

**Practical/Workplace Reading** includes whole texts and excerpts from materials such as articles, letters, memos, brochures, electronic texts, warranties, recipes, forms, consumer texts, manuals, schedules, and directions.

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|
| **A** | **Locate and apply information for authentic purposes.** | **RD-E-4.0.6 Locate and apply information for authentic purposes.** | **Locate and apply information for a specific purpose (e.g., following directions, completing a task).** | **Locate and apply information for a specific purpose (e.g., following directions, completing a task).** | **RD-M-4.0.11 Locate and apply information for a specific purpose (e.g., following directions, completing a task).** | Locate and apply information for a specific purpose (e.g., following directions, completing a task). | Locate, evaluate, and apply information for a specific purpose (e.g., following directions, completing a task). | **(from Reading Skills list) RD-H-x.0.1 Locate, evaluate, and apply information for a realistic purpose.** |
| **B** | | | Identify the sequence of activities needed to carry out a procedure. | Identify the sequence of activities needed to carry out a procedure. | **RD-M-4.0.12 Identify the sequence of activities needed to carry out a procedure.** | **Identify the sequence of activities needed to carry out a procedure.** | Identify essential information needed to accomplish a task. | **RD-H-4.0.8 Identify essential information needed to accomplish a task.** |
| **C** | | | | | | Apply the information contained in practical/workplace materials. | Apply the information contained in practical/work-place materials. | **RD-H-4.0.9 Apply the information contained in practical/workplace materials** |
| **D** | Follow the directions in a passage. | **RD-E-4.0.7 Follow the directions in a passage.** | **Follow the directions in a passage.** | **Follow the directions in a passage.** | | **Follow the sequence of information.** | Follow the sequence of information. | **RD-H-4.0.10 Follow the sequence of information.** |
| **E** | **Identify the correct sequence.** | **RD-E-4.0.8 Explain why the correct sequence is** | | | | | | |

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| | | **important.** | | | | | | |
| **F** | **Identify specialized vocabulary (words and terms specific to understanding the content) found in practical/ workplace passages.** | **RD-E-4.0.9 Interpret specialized vocabulary (words and terms specific to understanding the content) found in practical/work-place passages.** | **Interpret the meaning of specialized vocabulary.** | **Interpret the meaning of specialized vocabulary.** | **RD-M-4.0.14 Interpret the meaning of specialized vocabulary.** | **Interpret the meaning of specialized vocabulary**. | Interpret the meaning of specialized vocabulary. | **RD-H-4.0.12 Interpret the meaning of specialized vocabulary.** |
| **G** | **Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity.** | **RD-E-4.0.10 Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity.** | Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage. | Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/workplace passage. | **RD-M-4.0.13 Explain how organizational patterns and/or text features (e.g., pictures, charts, graphs, format) relate to the content of a practical/work-place passage.** | Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information. | Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information. | **RD-H-4.0.11 Utilize page format and layout (graphics and organizational aids such as bullets, bold face type, italics and indentation) to interpret information.** |
| **H** | | | | | | | Evaluate clarity of practical/work-place materials. | **RD-H-4.0.13 Evaluate clarity of practical/workplace materials.** |